



Building Connections Returning Investments

Snohomish County
Early Learning Division
Outcomes Report
2010-11



The 2010-11 Early Learning Division Outcomes Report
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**We effectively return the investments made in
ECEAP and NSC-EHS
by creating opportunities for children
to build strong and healthy connections,
both within themselves and with others.
Supported by collaborative early learning and
family relationships,
children learn and grow
developing skills for school and life.**



January 2012

Thank you for your interest in the 2010-11 Outcomes Report for Snohomish County's Early Learning Division. We had an historic year as Snohomish County was awarded a highly competitive Early Head Start Grant. As a result, our Early Learning Division now serves children and their families through two programs: North Snohomish County Early Head Start (NSC-EHS) and the Early Childhood Education Assistance Program (ECEAP).

NSC-EHS serves pregnant mothers and children through their third birthday. The program is designed to promote healthy prenatal outcomes for pregnant women, to enhance the development of very young children, and to promote healthy family functioning. Consistent with proven practice, most NSC-EHS families are served with home visits by Infant Toddler Specialists who build relationships with families and provide or arrange for services including screening and ongoing assessment of medical, dental, and mental-health services, while also promoting child development.

ECEAP is a comprehensive, family-focused early learning program with the goal of ensuring that Washington children enter kindergarten ready to succeed. Research shows there are other benefits. When compared to similar children who do not attend, children in programs like ECEAP are:

- Healthier when they start kindergarten.
- More likely to graduate from high school and go on to college.
- More likely to be employed and to earn more as an adult.
- Less likely to be in special education or repeat a grade in school.
- Less likely to become involved in a crime.
- Less likely to become teen parents.

Before we see these long-term results, we see the children in our programs accomplish remarkable successes, some of which are described within this report.

I believe the information contained within this report will only further your appreciation of these two programs. Congratulations to all who are involved — the children, families, volunteers, staff, and funders.

Sincerely,

Aaron Reardon
Snohomish County Executive

Snohomish County Early Learning Division Outcomes Report 2010-11

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Snohomish County Executive

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Section I

Snohomish County
Early Learning Division
Outcomes Report 2010-11



North Snohomish County
Early Head Start
(NSC-EHS)



North Snohomish County Early Head Start

About Us

North Snohomish Early Head Start (NSC-EHS) enjoyed a successful first year serving 82 eligible families in four north Snohomish County communities and their surrounding areas: Arlington, Granite Falls, Marysville, and Sultan.

Research from the Early Head Start Research and Evaluation Project indicates that EHS makes a positive difference for children and families. Children enrolled in EHS have significantly larger vocabularies and score higher on standardized measures of cognitive development than children not enrolled. EHS children behaved differently than children in the research control group, including exhibiting lower levels of aggressive behavior; higher levels of sustained attention with objects in a play situation; a greater degree of engagement with their parents; and less negativity toward their parents.

Research also indicates that EHS parents displayed a number of positive parenting techniques, including: spending more time in play with their child; providing more educationally stimulating home environments; and providing more support for language and learning. They also were more likely to read daily to their child, and provided greater warmth and supportiveness toward their child.



North Snohomish County Early Head Start

About Us Continued

As you review NSC-EHS's first-year Outcomes Report, you will find that our program has realized our funders' intended results as well as results that parallel the research referenced above.

NSC-EHS serves families using two models: a home-based model and a combination model.

The home-based model includes a weekly 90-minute home visit with the child, the parent or caregiver, and an Infant Toddler Specialist. These visits foster the health, development and well-being of infants and toddlers and strengthen parent/child relationship. Additionally, Infant Toddler Specialists offer strengths-based family support. Families are encouraged to attend semi-monthly socializations that offer the family an opportunity to contribute to a group and learn from others. Parents learn child-development skills and enjoy watching their infant or toddler learn to interact with other children. Socializations promote relationship and skill building for family members of all ages.

The combination model includes a weekly 3.5-hour classroom experience and three monthly home visits. The classroom experience fosters developmental skills in the child, while parents are highly encouraged to volunteer in the classroom monthly to increase child development knowledge and skills. The home-based component mirrors the home visits of the home-based model. The Infant Toddler Specialists build trusting, respectful partnerships between families, staff, and community.

Snohomish County's Early Learning Division Manager, Joe Varano says, "I believe that these models will support our program's philosophy that a child's family is their first and most important teacher and primary nurturer. We support parents wanting to grow in their knowledge, understanding, skills, and abilities so that they can foster healthy and responsive relationships with their child, teach their child in intentional and appropriate ways, and advocate effectively and confidently for their child's interests and needs. Our vision for families is that they will develop the skills and abilities needed to identify their own strengths, needs, and interests, and find their own solutions; nurture the development of their children in the context of their family and culture; and advocate for communities that are supportive of children and families of all cultures."

Curricula and Screening North Snohomish County Early Head Start

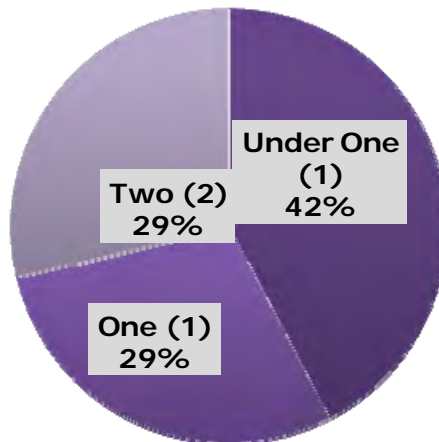
- ***The Creative Curriculum for Infants, Toddlers and Twos (CC)*** is a strengths-based, high-quality, emergent curriculum that is both developmentally appropriate for children from birth to age 3 years. CC is a comprehensive system of curriculum, assessment, and professional development. CC is research-based and utilizes routines and experiences essential for the development of very young children. CC helps Infant Toddler Specialists be intentional in planning experiences in the daily routines of the home environment, classroom environment and socialization environment for children and primary caregivers.
- ***Promoting First Relationships (PFR)*** is a social emotional curriculum based on attachment theory. PFR uses the parent-child dyad to promote sensitive and responsive ways of being that support and promote the developing relationship. Infant Toddler Specialists use reflective practice — an on-going process of asking reflective questions and engaging in a dialogue that promotes caregivers' understanding of their own emotions and needs.
- ***Ages & Stages Questionnaire, Third Edition (ASQ-3)*** is a screening tool used to identify children at risk for developmental delays. Screening questionnaires are completed by caregivers who know the infants and toddlers best. Families learn about child development and their child's skills by participating.
- ***Ages & Stages Questionnaire: Social Emotional (ASQ: SE)*** is a research-validated screening system designed to assist professionals and families in recognizing children at risk for social or emotional difficulties, identifying behaviors of concern, and the need for referral for further assessment. This screening is part of the health and developmental screenings infants and toddlers receive when they are enrolled in Early Head Start.



A Year in Numbers

82	NSC-EHS funded-enrollment	
Communities served		4
36	Children enduring homelessness	
Languages spoken		2
3	Children living with a Foster Care Family	
Infants and toddlers with an IFSP		14
35	Fathers/father figures who participated	

Enrollment by Age in Years



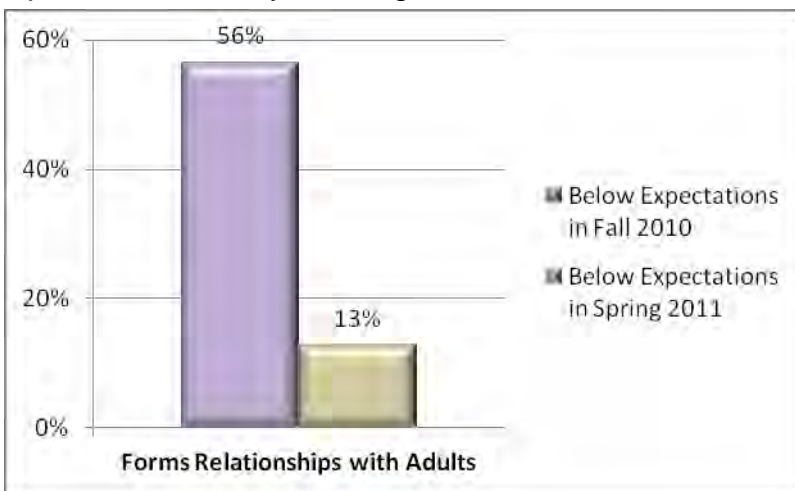
Teaching Strategies GOLD

NSC-EHS uses Teaching Strategies GOLD™ (TSG) to assess the growth and development of infants and toddlers. TSG is an observational assessment system for children birth through five, which measures the knowledge, skills and behaviors that are most predictive of school success. Assessments are based on standard developmental and learning expectations for most children.¹

Our infants and toddlers were assessed in Fall 2010 and Spring 2011 and showed gains in each area assessed. The following data show the percentage of children assessed in Fall 2010 and Spring 2011 who were below the Widely Held Expectations for their ages on one key objective in each of the following domains: Social emotional, Physical, Cognitive and Language.

Social Emotional Objective: Establishes and sustains positive relationships.

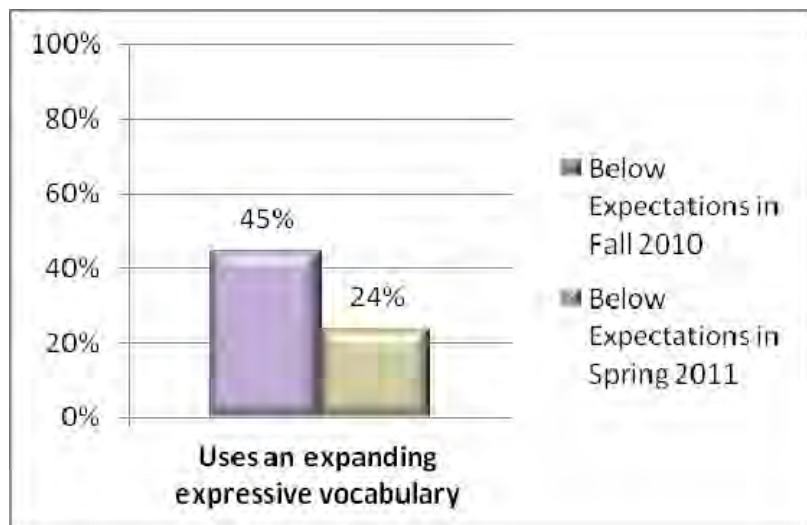
The foundation for positive relationships for infants and toddlers begins with secure relationships with their parents and trusted caregivers. An infant may appear uneasy or upset when held by a stranger and calm when his mother offers comfort. A toddler may



look to a trusted teacher for encouragement when she explores a new object, physical space, or person. Transitions designed to support both attachment and development is an important strategy in early learning. “Goodbye” and “Hello” routines eases separation for both adults and young children, with toddlers needing extra support in this area.

Language Objective: Uses language to express thoughts and needs.

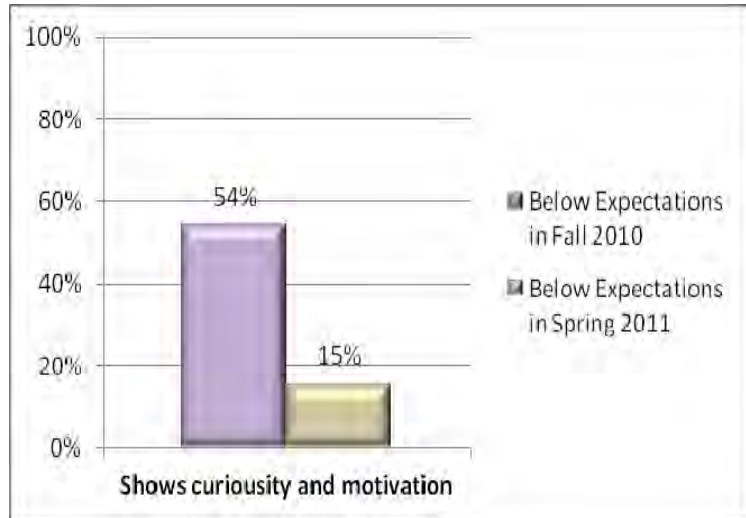
Language development follows a similar sequence as children learn to speak.² Infants vocalize and use gestures to communicate. Cries, squeals, coos, babbling are speech. Toddlers generally begin naming familiar people, animals, and objects. Adults may positively influence language development by creating language rich environments by talking with infants and toddlers.



Teaching Strategies GOLD Continued

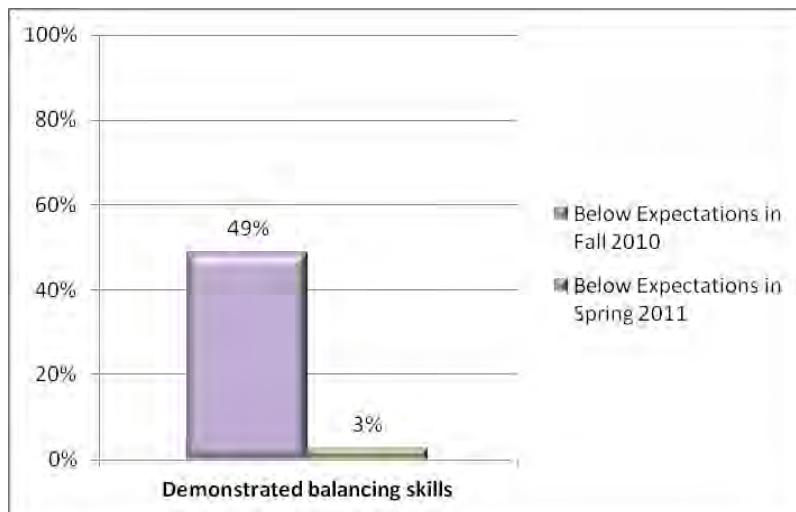
Cognitive Objective: Demonstrates positive approaches to learning.

Young children generally want to know more about themselves and their world. Toddlers learn about their world and do things for themselves while also needing a consistent level of support. Infants are likely to explore objects by putting objects in their mouth. Curiosity and motivation, like all development is individual and influenced by culture, temperament, personality, ability, and opportunity. Children generally find new learning self-motivating³. Curiosity and motivation are best supported in early learning by providing unstructured playtime. Teachers and families can provide support by noticing and describing children's efforts and persistence.



Physical Objective: Demonstrates balancing skills.

Developing balance skills is essential for children's health. Balance is a multi-sensory activity involving the vestibular system in concert with visual, motor, and positioning (proprioceptive) systems. These systems develop together as children grow and as an infant progresses from rolling over to sitting up without support, balance skills are developing. Balancing is difficult for young children because of their disproportionately large heads. However, as their proportions even out, their balance generally improves.



¹Heroman, C; Burts, D.C., B, Bickart, T.S. (2010). *Teaching Strategies GOLD, Objectives for Development and Learning*. Teaching Strategies, Inc. Washington, DC.

²Heroman, pg.47

³Hyson, M.(2008). *Enthusiastic and engaged learners: Approaches to learning in the early childhood classroom*. New York: Teachers College Press.

Disabilities, Mental Health, and Funding

Disabilities

NSC-EHS uses an inclusion model to ensure that children with disabilities and their families are supported in accessing the full range of program activities. All children received individualized services including adaptations to support children with special needs. All children in the program received developmental screening with the Ages & Stages Questionnaire, ensuring timely referral to developmental evaluations as indicated. Staff collaborated with children's families, early intervention services, school districts and other agencies. Learning from the families about the children, the Infant Toddler Specialists used a range of approaches to engage, communicate, and play with each parent/child dyad. Materials and environments were chosen carefully for safety, design, and access.

Mental Health

NSC-EHS provided services that promote mental health, prevent mental illness, and support families in identifying mental-health needs and finding and engaging in treatment when indicated. All NSC-EHS infants and toddlers participated in a screening using the *Ages & Stages Questionnaire: Social Emotional* within the first 45 days of their enrollment. Our program employs a Mental Health Professional (MHP) who maintains a schedule of onsite visits and is available to the Infant Toddler Specialists and families for consultation.

The Mental Health Professional established collaborative relationships with NSC-EHS staff and began creating connections with area mental-health professionals and other community providers with the goal of enhancing awareness and understanding of mental wellbeing, and the positive impact that mental-health education and services can have on the wellness of children and families. The program's approach includes working collaboratively with parents and assisting families in securing the mental-health services when the need for care arises. Among other services provided, our MHP consulted with 15 families about their child's behavior and/or mental health.

Funding including Non-Federal Share

NSC-EHS was funded by a \$1,349,732 Office of Head Start grant. We matched this federal funding with contributions valued at more than \$285,000 including parent and community volunteer hours, facilities, administrative, and research analysis services.

NSC-EHS Parent Survey Responses

In May and June of 2011, NSC-EHS surveyed parents to assess various aspects of their interactions with their Infant Toddler Specialists as well as about perceived benefits of the program. Responses to this survey fell within five categories (strongly disagree to strongly agree) with an additional option of “choose not to answer.” Surveys were translated into Spanish where needed. No incentives were provided for survey completion.

Results

Thirty (30) parents responded to the survey. Of the 82 children in the program, 66 parents potentially received the survey, thus giving a response rate of 45.5 percent.

Every parent agreed or strongly agreed with both of the following statements,

“The home visitor has helped me know more about my child’s emotional needs.”

“The home visitor has helped me know more about my child’s physical needs.”

The majority of the families’ comments related to qualities most appreciated about the program fell into the areas of Knowledge/Skill Building around Child Development and Opportunities to Develop Socialization Skills. One parent said,

“I have learned how to have patience and time for my little girl and my family.”

Parents’ overwhelming recommendation for improvements was for increased programming, including more resources and expansion of opportunities to participate in program activities. Parents said:

“Expand.”

“People need to know more about you for the reason parents get afraid to try something new.”

Impacts of the program were commented on most frequently by parents, following these themes: Increased Learning, Support and Advice, and Improved Parenting Skills and Family Relations. For example, families comments included the following:

“It has helped me because I learn new things I should be teaching my baby, also I have gotten to do activities such as teach my baby textures, colors, and games/songs.”

“This program has helped me understand the major stages my son is going through and will go through.”

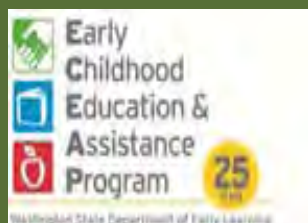
“It has brought me in contact with other parents who have had helpful ideas on raising my child—I have been able to share with them as well...”



Snohomish County
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Section II

Early Childhood Education and
Assistance Program
(ECEAP)



Early Childhood Education and Assistance Program

About Us

In 1985, the State of Washington began developing a statewide comprehensive Early Childhood Education and Assistance Program (ECEAP) to support the healthy development and success of children in low-income families or children at risk of school failure. Snohomish County began offering ECEAP services in 1986. The Washington State Department of Early Learning administers ECEAP.

ECEAP is a family-centered, community-based, comprehensive, pre-kindergarten program designed to serve children and their families who are living in poverty. The program prepares three- and four-year-old children for success in school while helping their families progress toward self-sufficiency.

ECEAP is composed of four interactive components: child development, health and nutrition, parent involvement, and family support. The children participate in developmental and health screenings. Families identify needs and goals within a collaborative relationship with a Family Support staff at their schools. Parent education is offered in collaboration with families and is based on their needs and interests. ECEAP encourages family involvement and leadership in the classrooms and in the program itself through parent-run policy councils.

Eligible participants are children at least three years old and not yet five years old and whose family income has been at or below 110 percent of the federal poverty level. Priority for enrollment is given to eligible four-year-old children, although three-year-old children may be served, as space is available. Children from over-income families may be eligible for enrollment if they are impacted by either developmental and/or environmental risk factors.



2010-11 Curricula and Assessment Early Childhood Education and Assistance Program

- ***The Creative Curriculum for Preschool (CC)*** is a strengths-based, high quality, emergent curriculum that is both developmentally appropriate for children from ages 3 to 5 years. CC is a system of curriculum, assessment, and professional development. Content learning areas are Literacy, Mathematics, Social Studies, The Arts, and Science and Technology. Other learning objectives are organized into the following areas: Social Emotional, Physical, Language, and Cognitive. All resources are available in English and Spanish. CC is research-based and uses objectives for development and learning that predict school success and are in alignment with state early learning standards.
- ***Devereux Early Childhood Assessment (DECA)*** is a child-centered, comprehensive, and nationally normed assessment. DECA is designed to promote resiliency in young children by measuring within-child protective factors including attachment, initiative, and self-control. The assessment is completed by both the early childhood teachers and parents. The information supports the teachers and family in helping each child and classroom in developing healthy social/emotional skills.
- ***Second Step Violence Prevention Curriculum*** teaches social and emotional skills for violence prevention. The program includes research-based, teacher-friendly curriculum, training for educators, and parent-education components.
- ***Talking About Touching Curriculum*** is an interactive, research-based, and comprehensive personal safety curriculum that builds fundamental skills. Children learn simple safety rules that guide them toward safe decision making in a variety of situations: traffic and fire safety, finding weapons, and personal safety. Teachers and families are supported in discussing sensitive yet critical issues.



Family Support

Family Support

One of Snohomish County ECEAP's guiding principles is "parents are a child's first teacher." Parents, grandparents, and caregivers play a vital role in a child's early development. Parents participate in their child's education in many ways and for many reasons. In general, parents are motivated by an understanding that their involvement clearly matters in their child's educational development. Research continues to support that when schools, families, and community groups work together to support learning, children do better in school, stay in school longer and are more successful in school and in life.

Family Support staff provide a link between school and home to strengthen families, as well as strengthen a child's physical, social, emotional, and cognitive development. Family Support staff collaborate with families during home visits to identify needs, recognize family strengths, set achievable goals and empower parents to reach their goals. Referrals are shared for community resources including food, health, housing, transportation, career, education, and employment.

ECEAP Performance Standards require family support services to:

- Focus on parent and family strengths.
- Build relationships based on mutual respect and equality.
- Acknowledge parents as resources to themselves and others.
- Respect family beliefs, culture, language, and child-rearing practices.

Family Support staff also connect families to their child's educational experiences by encouraging them to volunteer in the classroom, attend parent-teacher conferences, attend family events, and parent trainings.

ECEAP parents and caregivers are considered leaders with the critical task of identifying a shared vision and goals to support children and provide input on our programs. When we engage families, we have the potential to create a shared community, where families and educators work together as partners to support and increase learning and development for the whole child and their family.



Family Involvement and Leadership Development

Family Involvement

ECEAP families are invited to participate in ECEAP activities including curriculum, menu planning, program review, and planning family events. Many Snohomish County families were actively involved this year. Parents, foster parents, grandparents and kin volunteered in their child's classrooms throughout the year. Family events were numerous and varied.

One long-standing and meaningful countywide event is the "Celebrate the Successes" dinner where parents and caregivers have dinner together and honor leaders and volunteers. Members of the Policy Advisory Committee are pictured below with their certificates of appreciation.

Leadership Development

ECEAP Performance Standards provide opportunities for parents and caregivers to develop leadership skills. Leadership skills include supporting parents in advocating for their child and participation on the Parent Policy Council, the Health Advisory Committee, and other committees.

In 2010-11, Snohomish County ECEAP had an active Policy Advisory Committee with a parent representative from each subcontractor site. These leaders travelled into Everett to meet monthly during the school year.

Parents also participated actively on the following committees:

- Mental Health Sub-Committee
- Health Advisory Committee
- Nutrition Sub-Committee
- Advocacy Committee

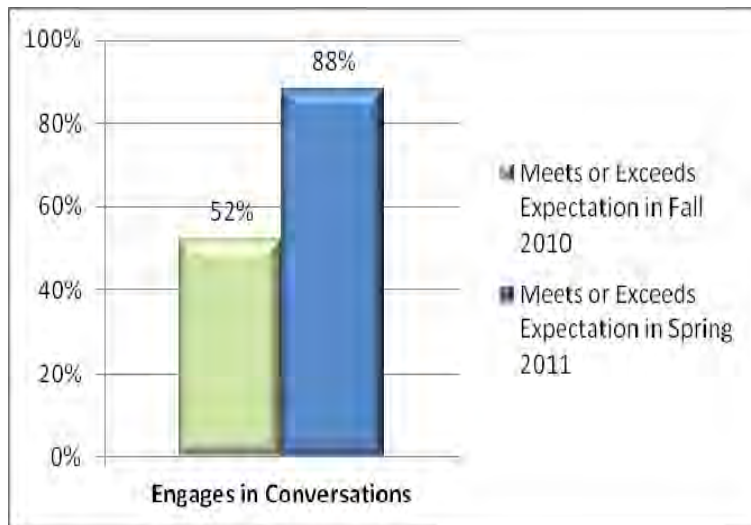


Teaching Strategies GOLD™

Like NSC-EHS, Snohomish County ECEAP uses Teaching Strategies GOLD™ to assess the growth and development of children.

The following data are examples of the impact of the ECEAP program on children's learning. The charts represent the percentage of children assessed in Fall 2010 and Spring 2011 who meet or exceed the Widely Held Expectations for their ages on one key objective. An example is shown for each of the following domains: Language, Literacy, Cognitive, and Mathematics.

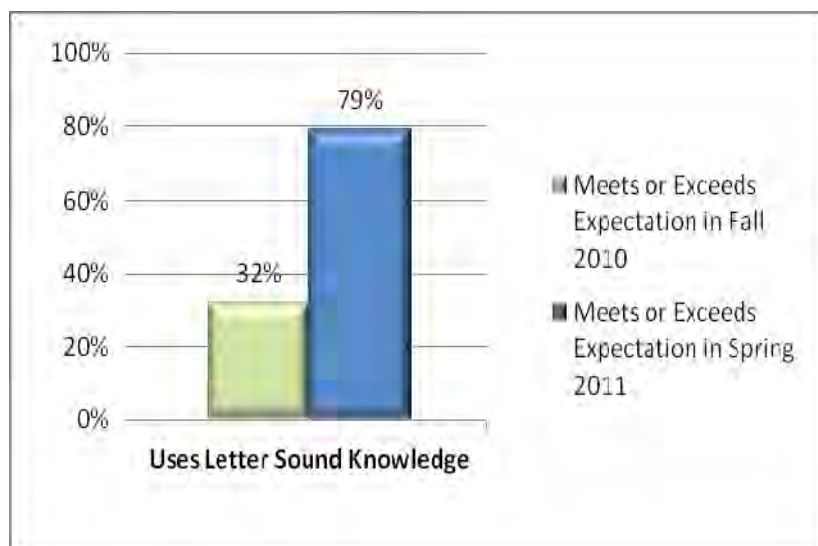
Language Objective: Uses appropriate conversational and other communication skills.



Participating in meaningful conversations with responsive adults allows children to develop vocabulary and is important to cognitive and social emotional learning. Research also indicates that such conversations contribute to early reading success.

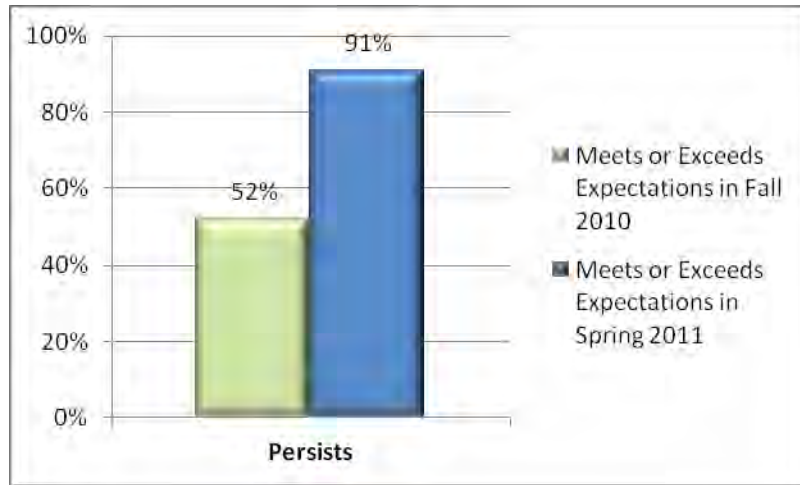
Literacy Objective: Demonstrates Knowledge of the alphabet.

Children's understanding of letters and words is a key predictor of future reading success. Specific skills developed in ECEAP include being able to name individual letters, knowing that individual letters have sounds, and understanding that when grouped together letters form words.



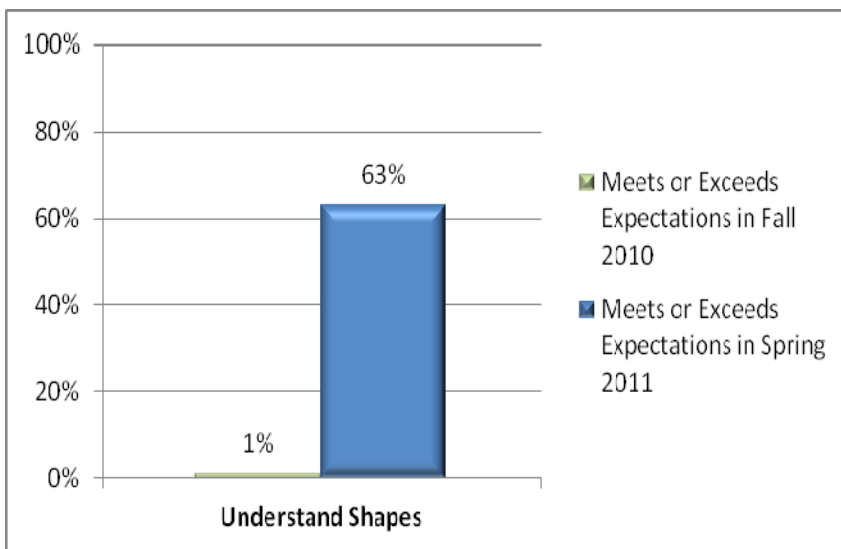
Cognitive Objective: Demonstrates positive approaches to learning.

Children who have positive approaches to learning are likely to want to learn. Persistence is one dimension of a positive approach to learning, and allows children to concentrate and become more deeply involved in what they are doing. Research indicates that the ability to remain positively engaged and stick with learning tasks are related positively to children’s academic achievement, cognitive development and peer interactions.¹



Math Objective: Explores and describes spatial relationships and shapes.

Understanding spatial relationships and shapes is important for children to build a strong foundation for success in math. Additionally, learning to observe detail to discriminate shapes is also critical to developing early literacy skills such as recognizing and writing letters and words.



¹Heroman, C.; Burts, D.C. Ed.D.; Berke, K., Bickart, T. S. Teaching Strategies GOLD, Objectives for Development and Learning, Teaching Strategies, Inc. 2010, pg 59.

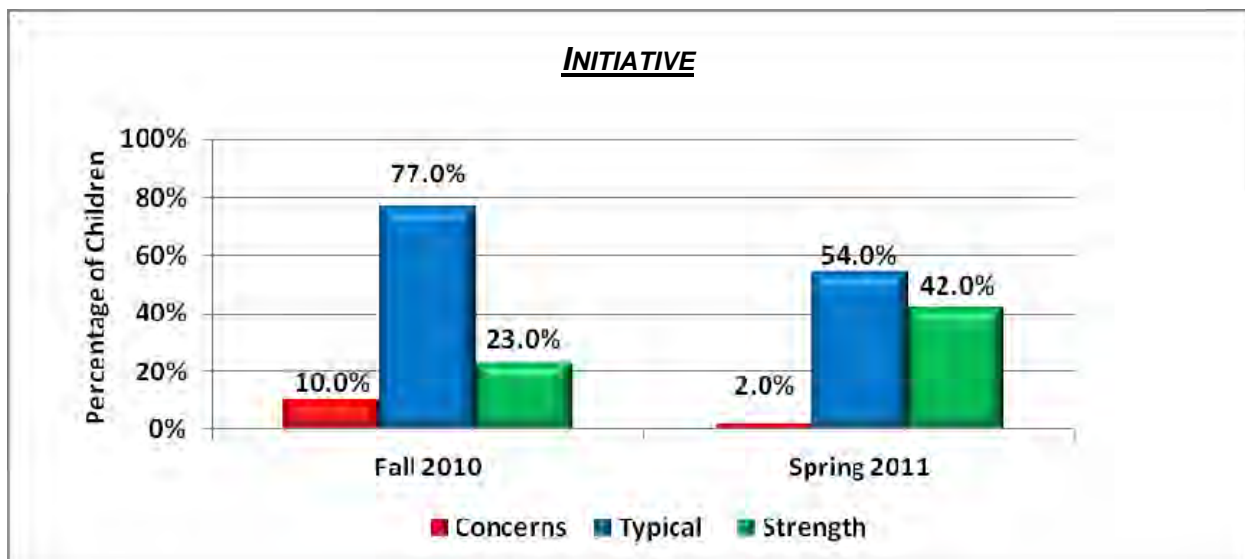
DECA

ECEAP uses the Devereux Early Childhood Assessment (DECA) to assess children's social emotional development during the school year. The DECA is nationally normed and based on research on child protective factors that support resilience. Resilience is the ability to bounce back in the face of adversity. This tool measures social emotional skills desired by both parents and kindergarten teachers, including self-control, initiative, and attachment. It also screens for behavioral concerns. Results are reported as "Concerns," "Typical," or "Strengths."

Teachers assess children in the fall and in the spring. In addition, teachers implement DECA classroom strategies and individual interventions to support children's social and emotional development throughout the year. A strong social emotional foundation sets the stage for children's success in our ECEAP preschool classrooms, in school and in life. The DECA results below represent Snohomish County ECEAP children assessed using rating scales by their teachers in fall 2010 and again in spring 2011.

Initiative is a child's ability to use independent thought and action to meet his or her needs. Children demonstrate initiative by choosing to do challenging tasks, asking questions, exploring and trying different ways to solve problems, and using creativity.

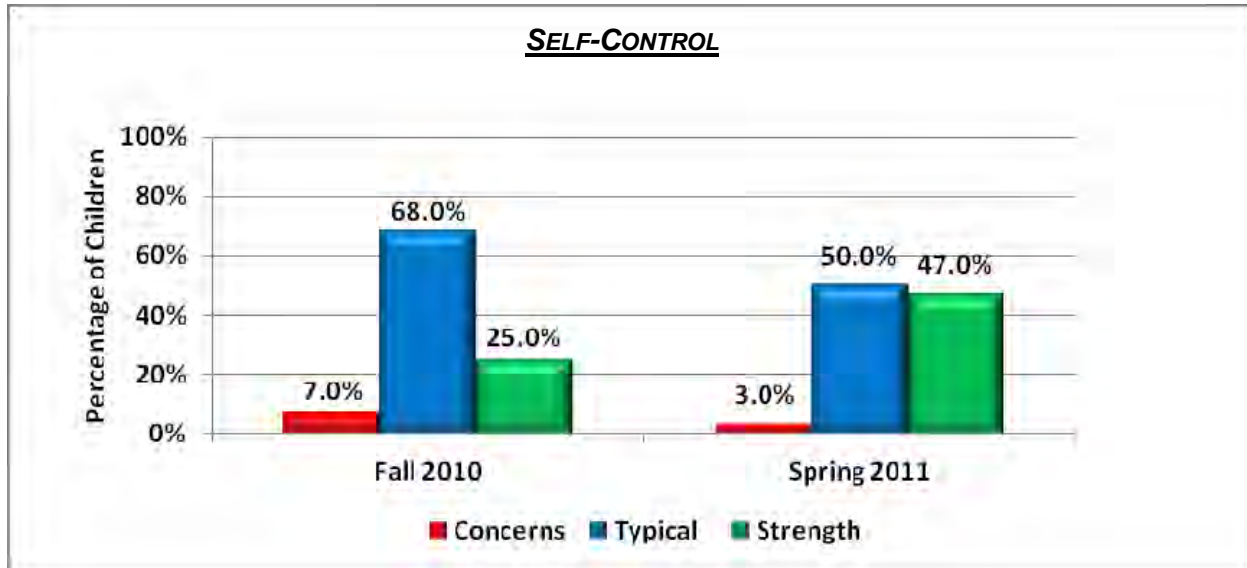
- Serious concerns in Initiative decreased from 10 % to 2%.
- Many of our children moved from the typical category to the strength category.
- Children exhibiting strength on the Initiative measure increased 19%.



Self-control is a child's ability to experience a range of feelings and emotions and to express them using the words and actions in a socially appropriate manner. Sharing, cooperating, showing patience and handling frustration well are skills that allow children to successfully interact with peers and adults. The consistent, predictable daily routine of the ECEAP classroom contributes to a child's self-control.

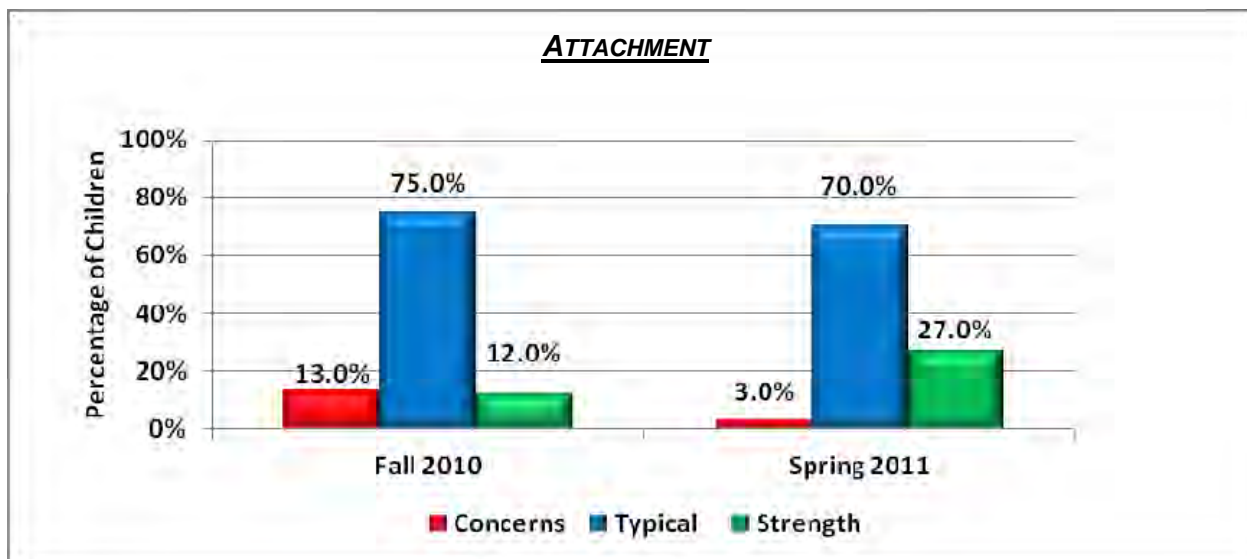
Self-Control continued

- Serious concerns in Self-Control decreased from 7% to 3%.
- Children moved to the strength category from the typical category in the spring assessments.
- Children exhibiting strength in Self-Control increased from 25% to 47%.



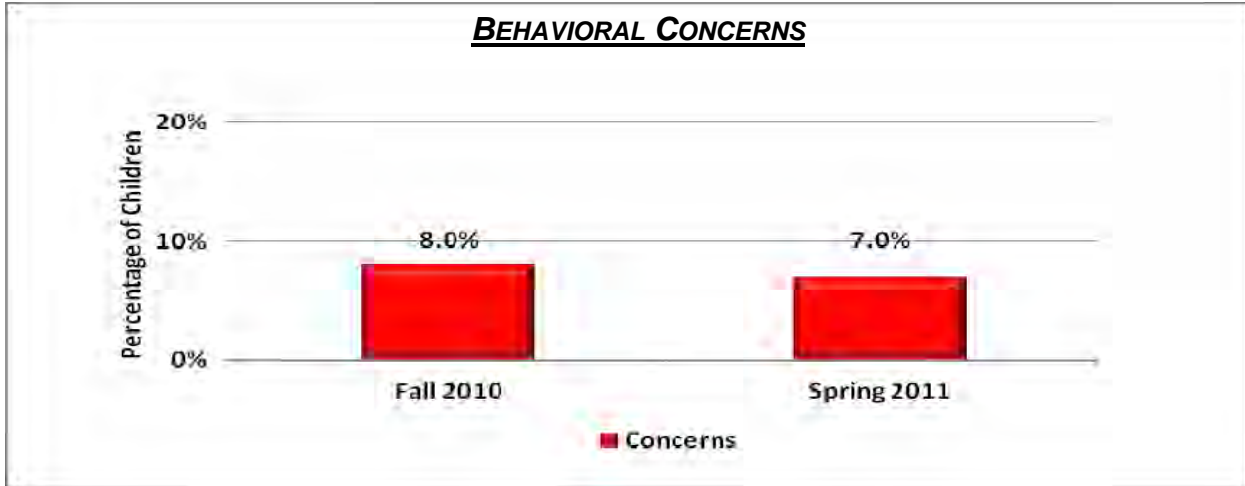
Attachment is the mutual, strong and long-lasting relationship between a child and significant adults such as parents, family members and teachers. Research shows a child needs just one secure attachment in life in order to be successful. Securely attached children generally trust adults, respond positively to them, and can learn from them.

- Serious Attachment concerns decreased from 13% to 3% for our children.
- 5% of children moved from the typical category to the strength category.
- Children exhibiting strength in the Attachment measure increased 15%.



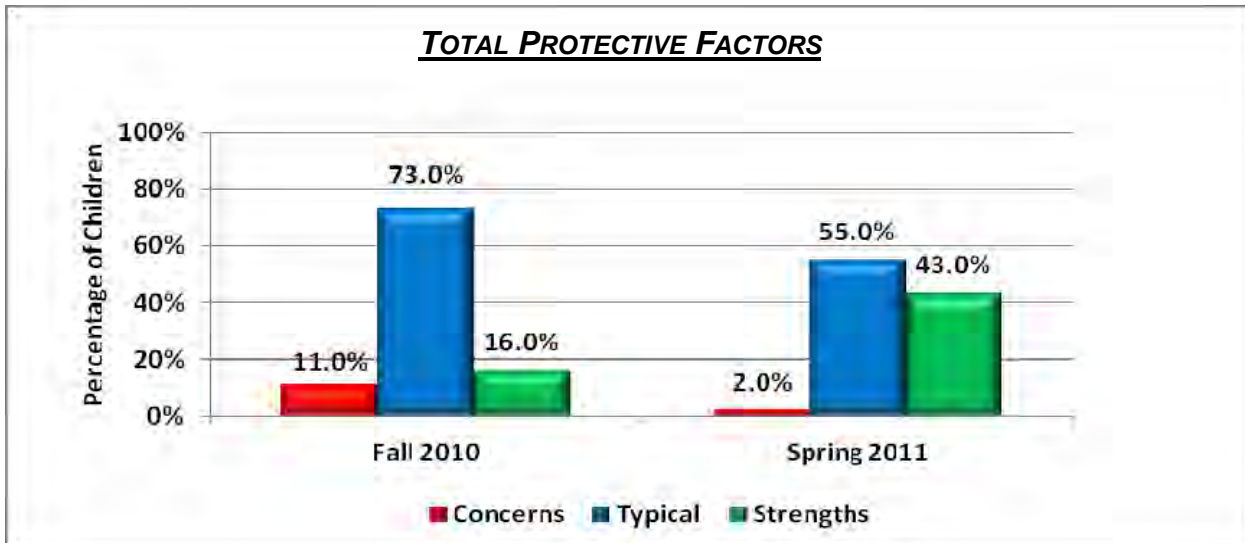
The DECA Behavioral Concerns Scale measures a wide variety of challenging behaviors including problems with aggression, withdrawal, attention, and extreme emotions. In the DECA system, challenging behaviors are first addressed by strengthening initiative, attachment, and self-control. Therefore, changes in behavioral concerns typically occur gradually over time and usually take longer to change than strengthening protective factors.

The number of children with serious behavioral concerns decreased from 8% to 7%.



The DECA Total Protective Factor Scale is an overall indicator of a child's strengths in initiative, attachment, and self-control. These factors increase resilience in a child while decreasing behavior concerns at the same time. This scale is the most valid and reliable indicator of protective factors within the DECA, and is useful in outcomes measurement and program evaluation.

- Total Protective Factors rated as a concern decreased from 11% to 2%.
- Many children moved from the typical category to the strength category.
- A marked increase in Total Protective Factors occurred for our children with strengths increasing from 16% to 43%.



Nutrition

Nutrition

Each child's height and weight was screened semiannually to assess growth. Growth screenings may indicate a child's need for support in reaching their genetic potential for physical and developmental growth. When a child's growth was of concern, families were given information, resources and referrals. Referrals included WIC and other community providers. Resources included nutritional information, the role of food and physical activity in development, and cooking and recipe ideas.

ECEAP children receive some combination of a meal and snack during their ECEAP day. Foods offered during class time provide one-quarter to one-third of a child's daily needed nutrients. Children living in poverty are likely to experience food insecurity, and meals served at school contribute to their overall nutrients consumed.

Teachers offered meals in environments created to make eating enjoyable while children built skills in a community style meal service, also called family style meal service. Many different areas of development were incorporated into meal and snack time. Children sat at tables together with an educator, served themselves food and milk, passed food, and conversed. Additionally, children practiced food safety and sanitation habits when they washed their hands before meals and served themselves from a serving bowl with utensils.

Meals served reflected different food groups as required by both ECEAP Performance Standards and USDA programs including the Child and Adult Care Food Program, the National School Lunch Program, or the School Breakfast Program. Contractors used parent input in menu planning and menus are posted after review by the Early Childhood Nutritionist. The Nutritionist also reviews growth screenings and provides nutrition education and consultation to staff.



Nutrition continued

Our program believes that the way to teach children about nutrition is to teach them about food. ECEAP children learned about food and nutrition through food preparation and had at least two cooking experiences each month. Other activities included tasting, exploration, science or math activities, and stories about food. Families also learned about nutrition at parent meetings and through publications. Family Support staff referred families to food resources in the community including WIC, the Washington Basic Food Program, and food banks.

Growing Groceries:

Growing Groceries Project is a collaborative effort between four ECEAP sites, Washington State University Extension Programs, WSU Snohomish County Master Gardeners, and Snohomish County Human Services Community Action Program. The project originated as a local response to helping address childhood health issues including obesity. Everett Community College, Arlington School District, Everett Volunteers of America, and Lake Steven School District sites participated during the school year.

Through the program, parents and children were mentored by WSU Master Gardeners to prepare a garden, plant, maintain, and harvest produce as a means to supplement their household food budget. Families harvested about 550 pounds of produce for home usage. An Extension Agent met with families for bi-monthly garden and nutrition education and cooking demonstrations using produce from the gardens. Some families, new to gardening, replicated and transferred their learning by starting their own gardens at home. During the year, 720 volunteer hours were donated.



Health and Mental Health

Health

More than 93% of all children enrolled in ECEAP were fully immunized, and 5% were exempt from immunizations. Ninety-seven percent of children received medical exams while 96% had dental checkups while in the program.

These successes are important because children enrolled in our program are at risk for many health disparities due to economic status. Health disparities or inequities are a measure of differences in health outcomes between populations. People living in poverty have poorer health outcomes. Families with low income often lack reliable and safe access to food, housing, healthcare, transportation, and education. Research links early life experiences and the increased prevalence of a wide range of health conditions. Providing timely and culturally sensitive screenings for young children in our early learning settings assists in reducing these disparities by identifying health needs. Some of the health issues our program addressed included:

- Delayed well-child exams.
- Delayed immunizations.
- Undetected vision or hearing impairments.
- Oral-health problems including dental decay (cavities).

After the screenings described above, ECEAP staff worked in partnership with families to determine their goals for their children's healthcare, make appropriate referrals, and complete necessary follow-ups.

Mental Health

ECEAP sites had a mental-health professional available to consult with parent or staff regarding child behavior and mental health. Incidence and access issues for mental-health issues mirror the health issues described above for preschool children living in families with low socio-economic resources. The strategy of supporting children, families, and staff in early learning settings is designed to be family centered, strengths-based, and accessible.



Health Care Institute

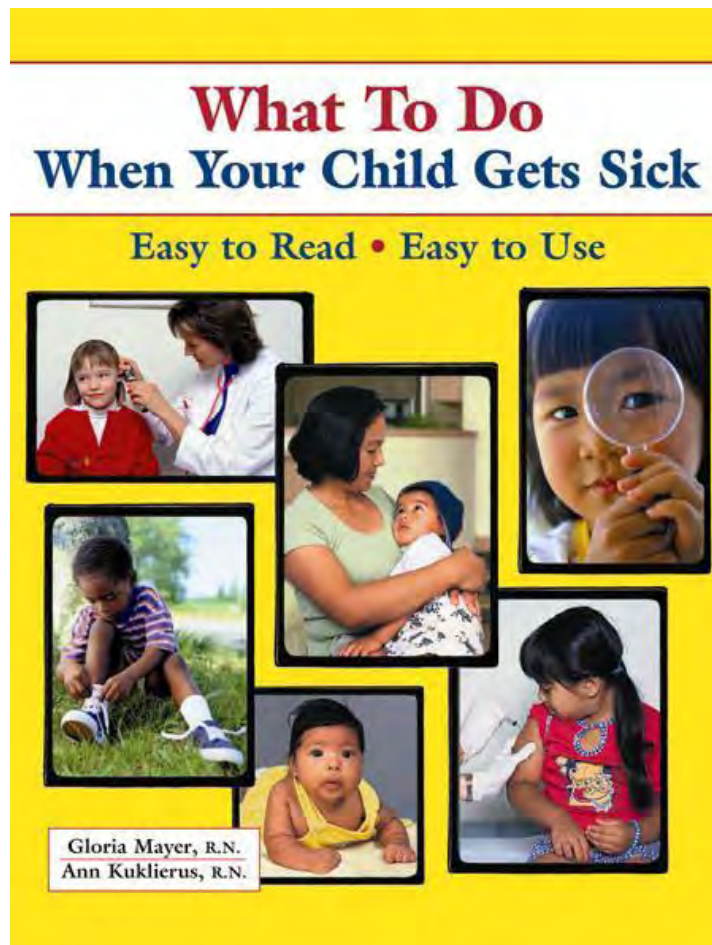
Health Care Institute:

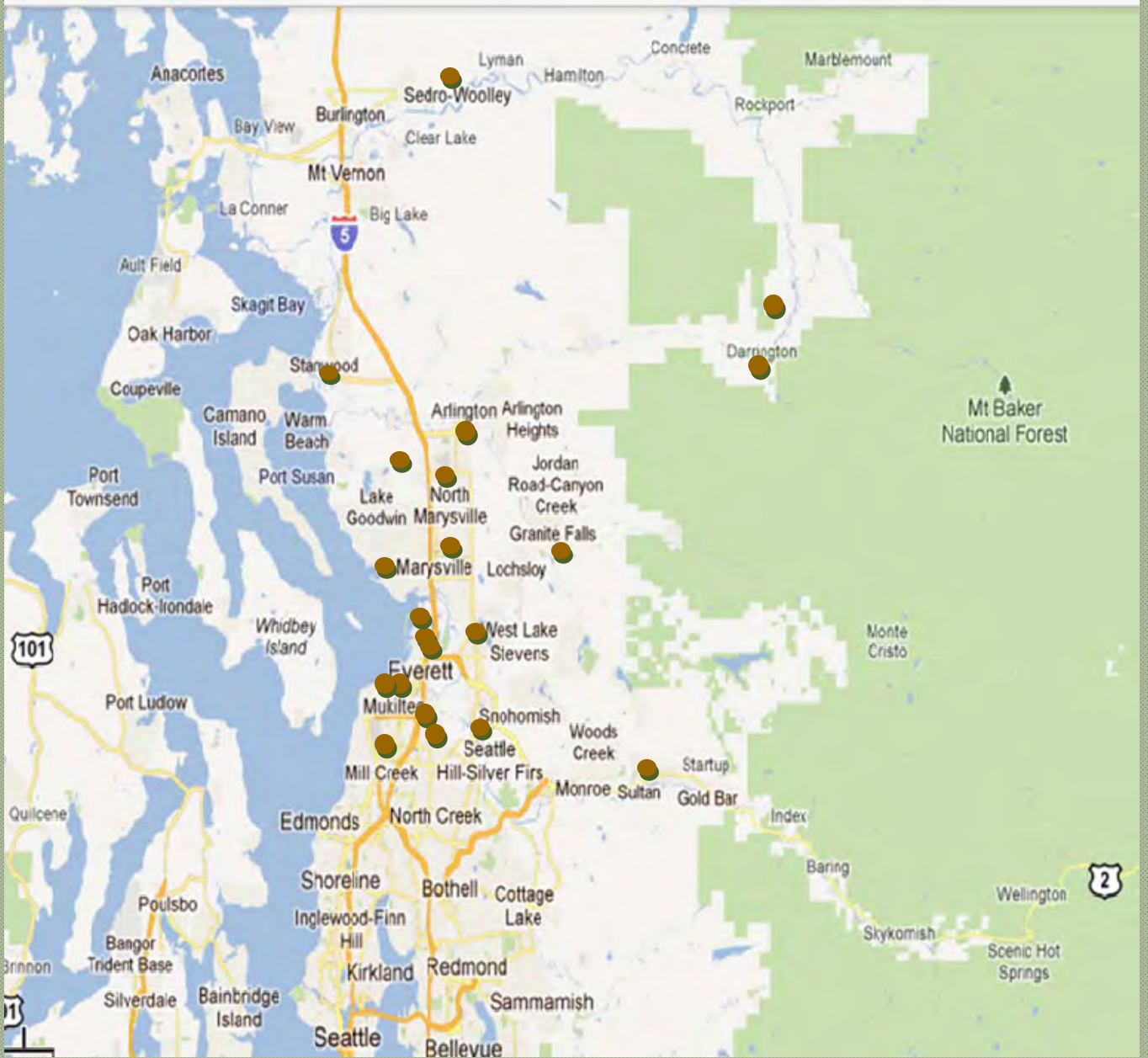
Snohomish County ECEAP provided health and safety education to nearly a third of our families with the UCLA and Johnson & Johnson Health Care Institute trainings. Parents gathered for several hours of training, including the opportunity to ask questions of a nurse and practice using a digital thermometer. Interpreters were provided as needed. The text and take-home healthcare reference book, What To Do When Your Child Gets Sick, was provided in five languages.

The project's primary goals were to improve the healthcare knowledge of our families by teaching parents to:

- Recognize and address common health and safety problems at home.
- Know when to call a healthcare provider.
- Minimize and possibly avoid costly medical bills.
- Learn how to communicate effectively with healthcare providers.

317 ECEAP families participated in 19 trainings throughout our service area.





ECEAP SITES

A Year in Numbers

1080

Children and their families served

Communities served

26

13

Ethnicities served

Languages spoken

13

35

Children living with a Foster Care family

Children with an IEP

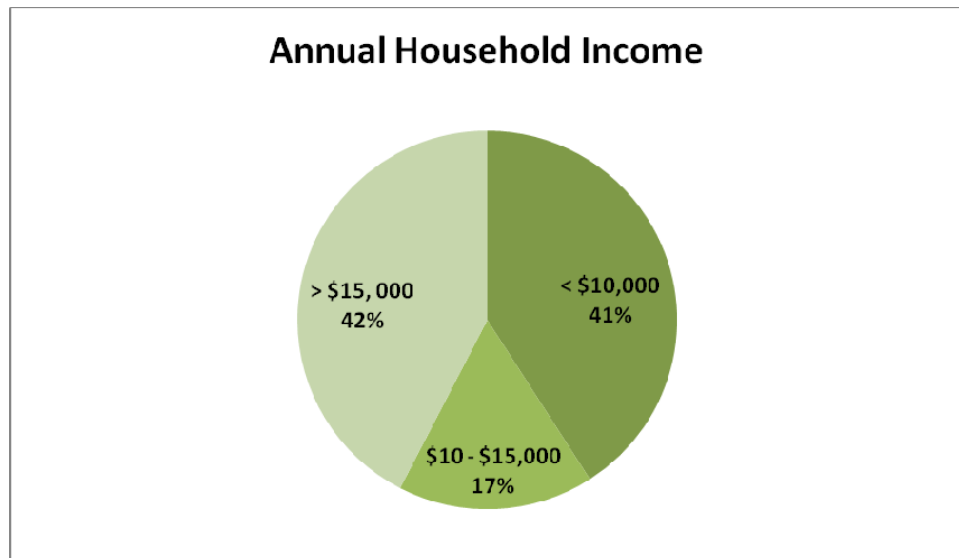
36

51

Children served who are enduring homelessness



A Year in Numbers continued



In comparison to the annual incomes of families eligible for ECEAP, 2009 Median Household Income for Snohomish County was \$56,479 and \$50,221 for the USA 2010 US Census Data.



Funding Including In-Kind Donations

ECEAP was funded by a \$6,310,310 Washington State Department of Early Learning contract. Snohomish County ECEAP also leveraged more than \$2.1 million in community support, including funding from school districts and tribes to provide additional services. Other contributions included facility space, administrative support, transportation, food, research analysis, and parent and community volunteer hours.

Conclusion

Conclusion

Snohomish County's future prosperity and security begins with the well-being of our young children. We know that a child's experiences through age five lay the cognitive, social, and emotional foundations for success in school and life.

This Outcomes Report demonstrates that Snohomish County's Early Learning Division produced positive results for children and their families. We are providing a solid foundation for responsible citizenship, economic productivity, strong communities, sustainable democracy, and a healthy adult population. These results are the product of a collaborative effort between families, funders, staff, and the community. The confluence of dedication, enthusiasm, and hard work made it possible for us to successfully develop a much-needed Early Head Start program while serving more than 1,000 preschool children in ECEAP.

Thank you for sharing in our success by taking time to read this report. For more information, please contact Joe Varano at 425.388.7251.



Washington State Department of Early Learning